



FACULTY & STAFF ASSOCIATION  
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# NEWSLETTER

MARCH 1986

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# NEWSLETTER

THE NATIONAL ASSOCIATION  
OF UNIVERSITY AND COLLEGE  
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## from the editor . . .

Each issue of the last few Newsletters has featured at least one college that has made headlines that month.

This month, it is the College of New Caledonia taking a strike vote after over 16 months of unproductive negotiations with its Board and administration.

The article by negotiator Jan Cioe on CNC's strike vote confronts an issue we have met before: the role of students in a strike.

Cioe makes a good point that we would be professionally irresponsible as educators not to strike against the demands currently being made by the government appointed boards for increased workloads.

However, there is often a tendency to treat students caught in these situations as innocents who should be protected from the unfortunate consequences of a strike at a college. Consequently, while it might be justified to strike in order to gain good learning conditions for students, it is often implied that it would not be justified to strike in order to protect our interests as employees.

Of course, we might argue that we are simply making sure students receive an appropriate education into the vagaries of the real world and the New Reality. After all, we wouldn't want our students to emerge dewy eyed from an ivory tower, would we?

Maybe we could even get Excellence in Education funding for a Specialty Centre or an Immersion Programme!

There is a serious point here.

We would certainly be patronizing, paternalistic, and inaccurate to treat students as if they were too young and naive to contend with conflicts in the workplace.

Why, then, should they be treated more gently than the consumers of other goods and services affected by a strike, even a strike strictly in the interests of employees?

I really would like to know.

Fortunately, events at Cariboo College have taken a better (one could hardly say 'happier') turn than expected. I wonder how that happened?

### 3.8% WAGE HIKE FORECAST

The Conference Board of Canada is projecting wage increases for unionized Canadian workers to reach the level of 3.8 per cent for 1986.

These projections come in the wake of 3.4 per cent average increases registered by unionized workers in 1985. Together with the 1986 increase, the wage levels of workers will likely rise a total of 7.3 per cent over the course of the 1985 to 1986 period.

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COMPUTER FOR SALE

The FSA Executive has determined that the Association will be better served if we change our computer capability to IBM compatibility. IBM compatible hardware is better served for the type of work done in the union office. As well, change over now allows us to take advantage of a narrowing market for DEC equipment.

If you are interested in purchasing a DEC Rainbow with 256K of RAM and dual single-sided floppy disc drives, please indicate your interest in writing to Marg Starr, at the FSA office, before March 31, 1986.

The FSA will negotiate the sale of this equipment with accompanying software to the highest bidder to be determined at a meeting of potential buyers after April 1, 1986. The equipment will not be sold for less than \$1,400.00 Canadian. The software includes WPS-80, MS-DOS, and CP/M-86/80.

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FIRST NOVEL BY FORMER FVC FACULTY MEMBER...

Leona Gom was a faculty member at Fraser Valley College in 1975, the first year of its operation. She now teaches creative writing at Kwantlen College. She has published several volumes of poetry, with Land of the Peace winning the Canadian Authors' Association award for poetry in 1981.

**A** first novel by **Leona Gom**  
*Housebroken* 208 pp

Available March 1986  
from NeWest Press



**E**llen had adjusted to life in a small city. Chilliwack had become her home. But that was before Susan and Whitman Jervis moved in next door and drew her slowly into their own troubled lives. Her involvement with them grows increasingly dangerous until all the secrets that lie between them are forced into revelation. But by then it is too late.'

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Please send me \_\_\_\_\_ copy/copies of **Housebroken**  
at \$7.95

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**F**or further information, contact Jane Hillson  
at NeWest Press (403) 432-9427  
Suite 204, 8631 - 109 Street  
Edmonton, Alberta T6G 1E8

## **Labour Studies Programme**

The following courses and workshops are available through the Capilano College Labour Studies Programme. A brochure is available in the FSA Office. FSA members may receive FSA funds to attend courses.

### The British Columbia Labour Code

Instructor: Leo McGrady    8 sessions from March 17 to May 12

### Workers' Compensation Act and the W.C.B.

Instructor: Paul Petrie    6 session from April 2 to 26

### History of the Labour Movement in B.C.

Instructor: Ed Lavalley    8 sessions from March 18 to May 6

### Public Speaking

Instructor: Betty Merrall    March 22 all day

### Evidence in Arbitration and L.R.B. Hearings

Instructor: Leo McGrady    April 5 and 6, all day

### Parliamentary Procedures

Instructor: Clive Lytle    May 4 all day

### Arbitration Advocacy

Instructor: Leo McGrady    May 10 and 11, all day

### History of Women in the B.C. Labour Movement

Instructor: Sara Diamond    4 sessions April 17 to May 17

### Duty of Fair Representation: B.C. Labour Code Section 7

Instructor: Stan Lanyon    April 4 all day

### Advocacy Techniques for Stewards

Instructor: Susan O'Donnell    April 12 all day

### "Teens Look at Labour": New Offering for Youth!

Instructor: Ed Lavalley    March 23 all day

## **New math in college funds**

Some quick facts and figures from Crawford Kilian's column in The Province, February 18, 1986.

At the beginning of the recession, in the 1981-82 school year, 64,863 students were enrolled full-time or part-time in the province's colleges and institutes. . . By the 1984-85 school year, 72,285 students were enrolled in colleges and institutes, a jump of over 11 per cent since 1981-82. . .

In 1980-81 a year's average college tuition was \$303. This year's average college tuition is estimated to hit about \$709, for a rise of 133 per cent. . .

The province budgeted \$24.3 million in [student] aid in the 1982-83 year and then added \$8.7 million more to meet the growing demand. The next year aid was more than halved to \$14.6 million and in 1984-85 it was exactly \$2.5 million, all in the form of student loans. This year it's up to \$4.6 million. In 1982 dollars, of course, it's worth only \$3.9 million, a sixth of the aid available four years ago. . .

Just under 5,000 college and institute faculty were teaching in 1981-82. In 1984-85 the number was 4,475 - a loss of 493 positions. Ten percent fewer faculty were teaching 11 per cent more students. College administrators increased during the same period from 930 to 1,094, a rise of 17 per cent, thanks in part to demands from Victoria for more paperwork. . .

Federal money for post-secondary education has meanwhile risen dramatically, from \$397 million in 1981-82 to \$511 million this year - a jump of 29.9 per cent.

Since \$516 million is the total operating budget for the whole B.C. post-secondary system, the Socreds are paying only \$5 million, about one per cent of the total operation costs. . .



## **EXCELLENCE IN EDUCATION?**

Here are the first eight pages from the Ministry of Education's document on the Fund for Excellence in Education as it applies to colleges and institutes. The document is only 17 pages long, all as well written as this sample. Appended to the document are 11 pages of articles about partnerships between business and industry in North Carolina, Illinois, and Oregon. The document is available for perusal in the FSA Office.

### **EXCELLENCE IN EDUCATION**

On February 11th, the Premier announced the establishment of a \$110 million dollar fund to promote excellence in education.

Premier Bennett said the fund was established because it is recognized that quality education is crucial to one's opportunities and to the province's long-term prospects.

The fund is meant to finance two types of spending:

- a) adjustments to operating budgets;
- b) special initiatives to improve the quality of teaching, to respond to economic development opportunities, to modernize equipment and to encourage efficiency.

Premier Bennett said the government has identified a number of priority areas where special initiatives will be encouraged.

### **GENERAL THEMES OF THE EXCELLENCE IN EDUCATION FUND**

1. **Stabilization of Base Funding:** Fundamental to the funding scheme is a commitment to stable base funding for a three year period. This commitment is expected to facilitate effective planning.
2. **Local Initiative:** Incremental funding is to be allocated on a merit basis. Local boards will be responsible for initiating proposals, where possible in partnership with private industry. Government will assist and will be responsible for evaluation of proposals, allocation of funding, and monitoring of results.

3. Improving Quality: The principal objective of incremental funding will be to enhance the system. This includes upgrading and expanding existing services, redeployment of resources to more successful programs, and introduction of new services.
4. Economic and Population Changes: The economy is demanding increasing numbers of well educated workers, placing new demands on the education system.

Education programs should be consistent with the provincial economic strategy of providing support for our basic resource industries while encouraging development of new manufacturing industries, the service sector and the emerging "information economy".

5. Productivity and Efficiency: Initiatives that reward productivity increases will be encouraged. Although the need to fund inflationary pressures to some degree is recognized, it is expected that institutions will propose measures to stretch those dollars.

#### **GOALS FOR COLLEGES**

To maintain and expand programs to support established and emerging industries, especially the service sector; to foster the entrepreneurial spirit; and to assist in the transition from training to work.

To provide the technological and entrepreneurial edge to maintain the competitiveness of our basic resource industries.

To encourage support from private industry, including not only financial support but also advice and expertise.

To assist and encourage instructors to update and broaden their knowledge and improve their teaching skills.

To enable all students who would profit from a higher education to obtain one, and to actively encourage the best students to make that choice.

To upgrade equipment and instructional material.

#### **ACCESSING THE FUND**

Although College and Institute access to the 110 million dollar fund will not be limited, in the hopes of encouraging imaginative and creative ideas, government has identified several specific thrusts aimed primarily at employment.

## I TRAINING INITIATIVES

### A) Tailor-Made Training for Industry

Traditionally, Colleges and Institutes have offered education and training aimed at developing general skills that could be adapted by specific firms and industries. To meet the needs evident in today's economy, particularly in view of the desire to attract new industry to the province, a different thrust is proposed: one of highly focused training as compared to "normal" training.

### B) Immersion Entrepreneurial Program

The current and future needs of the province call for the development of citizens with entrepreneurial skills and capabilities in business planning and development.

### C) Retraining for Workers whose Jobs are in Jeopardy and/or Displaced Workers

Colleges and institutes have an important role to play in training the job threatened or displaced worker for a renewed role in the workforce of British Columbia.

### D) Creation of Specialty Centres

Specialty Centres will provide a provincial focus for excellence in the provision of training by an institution to specific industrial and business sectors. Applied research, advanced levels of training, and curriculum development will be considered major activities of a Specialty Centre.

## II EQUIPMENT RENEWAL AND REPLACEMENT

Equipment renewal needs of institutions are clearly understood by government and means to try to address the issues will be developed.

## III OTHER PROPOSALS

Several other issues for which funds are required will be considered for funding.

## I     T R A I N I N G     I N I T I A T I V E S

### A) Tailor-Made Training for Industry

#### Introduction

In an intensified attempt to form integral partnerships between education and industry, it is suggested that Colleges and Institutes embrace industry-specified training.

#### Purpose

To attract industry to British Columbia, where a population base that might have caused the industry to locate here, does not exist, substantial incentives are required. The Partnership in Enterprise program has the ability to offer tax concessions. Post-Secondary Education's role is to make certain that a trained work force is available. Normally that would infer certificate and diploma graduates capable of being assimilated into a firm; what is now referred to is a work force trained to the precise specifications of industry. This may be a process that can be done in conjunction with programs under the Canadian Jobs Strategy.

Institutions in co-operation with their municipalities and industry, are invited to seek out opportunities to offer educational service to industries contemplating relocation and to critical industries contemplating reorganization or redevelopment within communities.

Where this might prove difficult for a single institution, it could be feasible with a system approach. It is recommended that geographic units consult with a view to co-operative projects that could build on the strengths of each participating college and/or institute. In all cases, training initiatives must embrace industry commitment. Those that embody institutional benefits, such as opportunities for faculty renewal or work experience for students, will obviously be given priority.

It is felt that institutions might well benefit from allowing these initiatives to flow from or through their Enterprise Development Centres.

## **B) Immersion Entrepreneurial Program**

### **Purpose**

The colleges are adjusting to an employment market for their graduates wherein the hope of many will be to establish their own opportunities.

The Entrepreneurship Immersion Program is part of an overall thrust to integrate entrepreneurship/small business components into all program offerings of the colleges. In the interim, the institutions are invited to make proposals for the training of the graduates of college certificate and diploma programs, universities, and employees on referral from employers.

### **The Program**

The colleges are expected to examine the particular requirements in the communities that they serve. Consideration will be given to proposals for tuition-free training for candidates, for small living allowances, for fee schedules for sponsored employees, and for cooperative ventures with other community organizations.

The immersion projects could be provided in cooperation with the College Enterprise Development Centres. In college regions where Centres have not been established, or are not established in the main centers of population, the colleges may be allowed to develop such a resource. Preference would be given to proposals that make use of existing facilities.

The proposals could include provisions for tying into existing venture capital programs and/or for the development of venture capital assistance for the clients.

It is expected that the proposal will illustrate the intensive nature of the project and the commitment of the client. Consideration will be given to proposals that call for fully committed days and evenings and weekly regimes of training that relate to or simulate the work schedules that beginning entrepreneurs should expect to experience.

It is not expected that all colleges and institutes in the Province will receive approvals for an immersion program. The colleges should plan to cooperate to avoid unnecessary duplication. For example, in the case of rural and some urban colleges, it is possible that a group of trainers with the required skills, could be organized and utilized as a touring team.

## THE RISE AND FALL OF THE COLLEGES

Editor's note: The following excerpts are from School Wars by Crawford Killian - Vancouver: New Star Books, 1985. College instructors will be especially interested in Chapter 9 in which this quotation appears.

"The fate of the B.C. community colleges in the 1980s has been a striking example of Social Credit's casual destruction of its own creations. As a populist, small-town political movement, Social Credit admirably sought to redress the imbalance of educational opportunity in post-secondary education between the two urban centres and the rest of the province. As an entrenched government, Social Credit has overridden community needs for political reasons. In the process, it has deprived British Columbians of a voice in a major part of their education system, which in 1984-85 served over 72,000 full-time and part-time college students."

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"Faculty and administrators have become dangerously estranged from one another in recent years as administrators try to implement cuts, as they're ordered to do, and faculty resist. Each side, by its own lights, is trying to preserve the institution. Administrators see faculty as barnacles threatening the welfare of all, while faculty see administrators as quislings willing to destroy the colleges for the sake of their own jobs."

Rancor has grown within faculties as well. Temporary faculty are laid off; less-senior permanent faculty find themselves once more relegated to temporary status, which means their jobs could end at the conclusion of any semester. As programs are cut back, decisions on what to cut and what to save are made on grounds of expediency, not educational soundness. It is easier, for example, to cut a service course out of one's program rather than a course developed and taught within the program. In such an atmosphere, no one feels much desire to invest energy in long-term projects."

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"Faculty-board negotiations in the past have often been unpleasant, but boards could at least call on the legitimate authority of having been elected. Now that faculty believe they are dealing with government appointees enjoying a reward for past service, they are far less willing to compromise, even though their bargaining position is weaker than it once was. Like the province itself, community colleges have become polarized, angry

The Rise and Fall of the Colleges (Contd.)

unhappy places. Recent agreements have seen sharp increases in faculty workload, both in maximum class sizes and in numbers of classes taught per year; salaries have remained frozen or have moved only minimally upward despite years of inflation."

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"At first glance, the plight of the colleges seems paradoxical. Having decided to spend less, the Socreds then set about making cuts on a purely political basis. Obviously, they would prefer their cuts to be endorsed by the public as suitable solutions to our economic problems. Yet the Socreds seem to have made their college cutbacks without regard to public or expert opinion. In an article for College Canada, John Denison lists assumptions by the government that would underlie cutbacks to the community colleges: minimal public sympathy for colleges; diminished student support; colleges' lack of contribution to economic growth; colleges' lack of public accountability; colleges' overextension of services.

None of these assumptions, as Denison demonstrates, holds true. Public polls (most notably a January 1984 Goldfarb poll) show more support for the colleges than for any other branch of education. Student enrolment, as we have seen, shot up in the 1980s. College graduates have not only contributed directly to economic growth, but the presence of colleges has attracted new investment to their communities. Accountability? Colleges are perpetually assessing themselves or being assessed by others, with results made public. Overextended? In recent years few colleges have established new programs without sacrificing old ones.

To a government seriously interested in economic recovery, the colleges and institutes would look like gold mines. Instead, they have been slowly strangled. The most charitable conclusion one can draw is that the Socreds are painfully stupid and shortsighted. Another conclusion is that their interest in economic recovery does not override those political considerations which lead them to see the colleges as hostile to the government, staffed by intellectuals, New Democrats or worse, and as a potential threat which must be blunted. Under the pretext of productivity, the absolute numbers of instructors are sharply reduced. The survivors - underpaid, overworked and uncertain of their future -



The Rise and Fall of the Colleges (Contd.)

are more docile. Grass roots opposition to government policies is undermined since appointed boards provide no forum for expressions of public opinion. It is hard to escape the conclusion that college and institute students are considered mediocre by definition, and therefore not worth much investment.

The future of the colleges and institutes is bleak. The precise qualities that made them important - local control, small classes, enhanced student-teacher contacts, accessibility - have been systematically stripped from them. Built as expressions of local desire for post-secondary education, they have become captives of government technocrats whose ideas about our future manpower needs appear to be inspired by the latest paperback gurus: Toffler, Naisbitt and all the trendy U.S. neoconservatives.

By the summer of 1985, the community aspect of the colleges appeared to be more threatened than ever. Announcing the merger of BCIT and FVI, Jack Heinrich hinted that this was just the first step in an overall consolidation of the college system. Quick to take the hint, college boards and administrators began meeting to explore ways in which mergers might be accomplished, at least within the Lower Mainland. Rather than supplying each community with a comprehensive range of programs, each college would become little more than a satellite campus of one or two megacolleges. Students living in a particular community might find themselves within easy commuting distance of the college offering the programs they wanted, or they might have to travel clear across the Lower Mainland.

While actual mergers were still at the rumour and discussion stage in 1985, the trend became clear. By the end of the 1980s, the colleges that survive will be mere holding pens for the unemployed. Some graduates may go on to find work for which they will be less qualified than today's students are. Their instructors will be harried, frustrated, and bitter, more concerned with keeping their jobs than anything else. Their administrators will be secondraters, bureaucrats unable to find work in more hospitable climates, but who perhaps enjoy the technical challenge of dismantling yet a few more programs each year."

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# CIEA votes on new union structure

The College-Institute Educators' Association will vote this spring on a restructuring proposal aimed at making it into a stronger, more provincially-coordinated union.

The main impetus behind the plan, said CIEA President John Waters, comes from member frustration over setbacks in income, workload and job security issues suffered in recent years.

"We're being out-gunned by the employer," said Waters. "The contest has become unequal and this plan is designed to bring us closer to equality."

CIEA is currently an umbrella organization serving 12 independent unions representing 13 colleges and institutes (one union representing Kwantlen and Douglas) and about 2,800 faculty. Each union has a certificate under the B.C. Labour Code and pursues its own bargaining and grievances; CIEA provides coordination, political lobbying, information exchange, and some professional development and labour education.

Waters explained that CIEA is being "out-gunned" essentially because, as a loose federation of unions with minimal

staff and funds, it now faces an employer benefitting from more resources, expertise, coordination — and the backing of government authority.

Originally the colleges were community institutions independently operated by boards elected from the community served, he said, but since 1977 the provincial government has increasingly centralized control through appointed boards, formula funding and directives on program offerings.

"Now, in effect, the real employer is the provincial government," said Waters, "and because of that we think it's more and more important for us to present a common front."

The upshot of the new, tougher conditions, he said, is that college boards have been able to seriously erode faculty contracts in the last few years — increasing workloads, reducing employee rights and protections, and giving below-inflation salary increases.

Waters pointed to a number of factors underlying the contract erosion: faculty bargainers' lack of experience and expertise, inability of faculty unions to agree on bottom-line positions, lack of a central strike/lockout defence fund, and reluctance of faculty to resort to strike action.

Faculty, he said, have been particularly hurt by employers' whipsaw tactics. "If there's a concession at one institution, it ripples all through the system," he said. "This has happened most noticeably with workload."

After studying several options, the CIEA Presidents' Council recommended this fall that the association become a centrally-coordinated provincial organization of autonomous unions. Member unions will vote on this plan in local meetings in April and early May, and then will send instructed delegates to the CIEA annual general meeting May 31 to formally accept or reject the scheme.

If the proposal is approved, Waters said CIEA will continue to do what it has been doing — but with more provincial coordination and greater resources in bargaining and contract administration, and in legal matters.

The main change, he said, will be the hiring of staff representatives who will, on request, assist member unions with

bargaining (taking the lead if desired) and in presenting arbitrations. While local unions will still conduct their own bargaining, decide on strike action and conclude agreements, this approach is expected to result in greater coordination of bottom-line positions.

CIEA will also centralize responsibility for legal expenses by hiring a lawyer on retainer to represent member unions as needed, a move, he said, which would be cheaper and more effective than present ad hoc arrangements.

The third major change would be the establishment of a central strike/lockout defence fund designed to provide support payments in the third week of a work stoppage.

The new structure would also provide the resources, he said, to enable the provincial office to provide local unions with improved services in labour education, public relations, political lobbying, issue workshops and professional development.

Waters pointed out that recent setbacks had changed the attitudes of many college and institute faculty to the concept of a union and the use of strike action to defend their rights. He said faculty increasingly do not see conflict between unionism and professionalism and, as experience has shown at several colleges in the past two years, are more willing to strike and to respect the picket lines of colleagues.

Waters said the price has proven to be too high in professional terms for faculty to reject unionism.

"It means that my employer can cut back programs that are needed in the community, increase workloads beyond levels compatible with quality instruction, can change working conditions in such a way that faculty members cannot act professionally anymore," he said. "When I go to the bargaining table, I think that's engaging in professional activity because I'm trying to keep provisions in the collective agreement designed to prevent the employer from jamming as many students into the classroom as he wants, or from using any old method of delivery as long as it's cost-effective — that's professionalism. I really do believe that professional behaviour requires us to form a provincial union."

**BCTF**  
**Newsletter**  
BRITISH COLUMBIA TEACHERS' FEDERATION  
2235 Burrard Street, Vancouver, B.C. V6J 3H9



# british columbia civil liberties association

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*A Member Of The Canadian Rights And Liberties Federation*

January 31, 1986

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Mr. Dale Janowsky, Chairperson  
Caribou College Board  
Caribou College  
P.O. Box 3010  
Kamloops, B.C. V2C 5N3

Dear Chairperson and Board:

The B.C. Civil Liberties Association began to study the case of Mr. Allan McKinnon last December, when some of the facts were brought to our attention by a reporter for the Vancouver Sun. Since then, we have considered all of the basic documents, as they have been supplied to us by the press, Mr. John Waters at CIEA, and Mr. McKinnon himself.

We have decided that both the earlier suspension of Mr. McKinnon, and the eventual termination of his employment by you constitutes an unreasonable and actionable restriction of his Charter protected freedom of expression. Subsequent to that decision of our Board of Directors, I have have been directed by the Executive of the Association to communicate our decision to you and to seek an opportunity to meet with you in Kamloops. This direction of the Executive is motivated by its judgment that a very serious injustice is being done which will be substantially aggravated by the passage of time.

Our legal staff discovers several serious deficiencies in the Chertkow decision which centre on what appears to be a misapprehension concerning the specific applicability of the principle of fidelity in the case of public employees. If I may put it both generally and concisely: criticisms of the public educational system by an employee of said (state funded and supervised) system must enjoy the full and complete protection of the second section of the Canadian Charter when such expressions are not a breach of any professional confidence and are not made in a setting which constitutes a breach of his professional mission (i.e. the instructor abusing his classroom audience with continual and unrelenting criticism of the educational system without reference to and to the detriment of his assigned instructional obligations).

page 2, January 31, 1986  
Chairperson and  
Caribou College Board  
re: Allan McKinnon

If I may speak bluntly, the Board and Executive of the BCCLA regards the original suspension, the arbitration decision of Mr. Chertkow in support of the suspension, and the subsequent dismissal as so remarkably inconsistent with the facts of the case that have been made available to us that we cannot help wondering if there exists some additional evidential consideration of which we are unaware. If this is indeed the case, we would welcome an opportunity to hear of such matters before we proceed further. If you would permit me to speak to a regular meeting of the board, or to a caucus of your board in an informal setting, I would be delighted to discuss these issues privately and in confidence.

I do sincerely hope that we can meet and explore the possibility of bringing this matter to a speedy and mutually satisfactory conclusion before the passage of considerable time creates an additional injustice.

Failing this, we have determined that Mr. Leo McGrady, the counsel for Mr. McKinnon in the pending arbitration, shall have all of our resources placed at his disposal. Mr. McKinnon will win his grievance with you ... either in the arbitration process itself or upon appeal. And if this dreary course must be followed to its very bitter and expensive end, I can assure you that your eventual loss will take place under the glare of both provincial and national attention. None of the parties to this dispute can reasonably look forward to such developments with pleasure.

Yours sincerely,

John Dixon  
PRESIDENT

JD/lw  
cc: Leo McGrady  
cc: Allan McKinnon  
cc: John Waters

college of the month

## College of New Caledonia Votes for Strike

The following column appeared in February 5 Asterisk, the CNC Faculty Association Newsletter. After the column, recent developments are noted.

### OPTIONS

by Jan Cioe, Chief Steward

...negotiations have dragged on now for more than 15 months with only a limited number of clauses agreed to. There is some limited optimism that progress finally is being made; after all, the College has removed some of its more offensive proposals and made limited gestures to recognize a few of our concerns. So why not just continue and see how things develop?

Timing, that's why not. The College Board gave us a promise (not a binding agreement) that they would not lock us out, but that promise expires with the end of this semester. At the end of the semester the bulk of the students leave. Of course there are still students around in the year-round programmes (e.g. Trades and ABE) as well as in some extended programmes (such as Nursing and ECE) but the numbers are greatly reduced. It is the students, moreover, who are key to any dispute.

We have had first-hand experience of that fact in both of the staff union's strikes: it was the student pressure which brought about a change in position of the College. The students are perceived as an injured party (which they certainly are, although they are not the only group which suffers) and they are able to mobilize the necessary public pressure to convince the Board to move from ideological rigid positions. Without the students, any action we take will have limited impact. If we wait until the students are gone and the College decides to lock us out over the summer we will have a long and bitter strike. I do not expect us to cave in with such a lockout but I am concerned about the resentment which will remain after the settlement.

I have heard comments by faculty to the effect that if we have a dispute with the College we should not involve the students since they are innocent victims. But all you have to do is read the College proposals to recognize that if we acceded to their productivity demands it would be the students who would be most affected through the reduced quality of education they would receive.

Options (Contd.)

Moreover, the students have an important stake in seeing this contract resolved. Without a settlement, imagine the uncertainty for current students who are trying to plan their second year, as well as for those who might be coming here in September. I think it is about time that the community had a resolution of this process so that there can be some stability and peace. Personally, I think it would be better to bring the matter to a head than have everyone live with the uncertainty of whether or not there will be a next semester.

So how do we bring it to a resolution? With the strike/lockout method of dispute resolution we must decide collectively whether or not we are prepared to (a) let the process continue as it has been - i.e. do nothing, (b) accept the College's proposed terms of agreement, or (c) take the next step in the strike/lockout process. As you have probably deduced by now, the Directors of the union do not consider the first option to be tenable primarily because of timing. Consequently, a General Meeting of the Faculty Association open to all union members will be held on Saturday, February 15, 1986 and the bargaining committee will present the College's proposals for consideration. We have informed the College's bargaining committee of our plans and requested that they provide us with their "final" position for a decision by that date. We have also suggested that the intensity of bargaining be increased in an effort to formulate a contract that the bargaining committee can recommend; we cannot recommend their current proposal.

In the event that they are not prepared to alter their position sufficiently, the Directors will be seeking approval at the General Meeting to conduct a formal strike vote.

Faculty served 72-hour strike notice on Monday, March 3.

115 of about 150 full-time faculty voted 83 per cent in favour of strike action.

After 16 months of negotiations, disagreement centres on administration demands for increased workloads and faculty demands for contract language for part-time instructors. Faculty and administration are only slightly apart on money matters.

Faculty are willing to accept binding arbitration, but the college is not.

Late Monday, the administration moved the mid-term exam results deadline forward to Wednesday, claiming it had "made a mistake" in setting its original Friday deadline.

The Association of University and College Employees struck the college in 1981.

In 1983, the college was widely criticized for laying off six faculty members, bringing to 21 the number of faculty members laid off in the preceding 18 months in what was perceived as an attack on the college's liberal arts program.

In 1984, support workers represented by the Pulp Paper and Woodworkers of Canada struck for six weeks, disrupting classes when faculty honored their picket lines.

- adapted from The Vancouver Sun, March 4, 1986

CNC faculty has put off any strike action for at least seven days, agreeing to the delay at the request of a group of students who urged more intensive negotiations between faculty and the administration on a new contract.

- adapted from The Vancouver Sun, March 6, 1986



After a weekend of bargaining at CNC, faculty will be asked to ratify an agreement on Saturday.

Faculty have agreed to a longer work year in seven programs, adding between two and four weeks to their 32-week year.

C-IEA President John Waters said the 70 part-time faculty achieved good language for their part, having had no rights at all in previous collective agreements.

- adapted from The Vancouver Sun, March 11, 1986



"Would you mind sending me to Law School instead?"

## A LITTLE LABOUR HISTORY

### 1900-1910

In 1910, the B.C. Federation of Labour was founded with its headquarters in Vancouver, and the city's labour unions opened the four-storey Labour Temple on Dunsmuir Street.

There were a series of strikes in the fishing industry as salmon and halibut fishermen organized in the face of fierce employer and government opposition. These early unions were also plagued by ethnic divisions within their ranks. It was not until 1945 that fishing industry workers were able to create the United Fishermen and Allied Workers Union, embracing all aspects of the fishing industry.

#### March Dates

- March 5, 1984: Pennyfarthing fires union construction workers and hires scabs. Building Trades unions protest.
- March 7, 1898: Boilermakers, Shipbuilders and Helpers Union found lodge #194.
- March 8, 1935: Workers Unity League organizes birth control rally on International Women's Day.
- March 9, 1942: Companies layoff biscuit and sugar workers due to World War II sugar shortages.
- March 10, 1935: Short strike at Only Cafe over firing of union workers and \$800 in unpaid wages.
- March 12, 1902: Shirtwaist and Laundry Workers International Union organizes local in Vancouver.
- March 13, 1945: United Fishermen and Allied Workers Union founded.
- March 14, 1913: International Brotherhood of Electrical Workers strike B.C. Tel over wages.
- March 24, 1937: Helena Gutteridge, CCF candidate, elected Vancouver's first woman alderperson.

March 29, 1934: Female Minimum Wage Act established with wages varying with type of work.

- from Centennial Labour History Calendar

BCTF  
Labour History  
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## FROM THE CONTRACT CHAIR...

Last week a friend of mine put the following negotiations motto up on my office blackboard: 'You bring me your unreasonable demands, and I'll bring you my impossible solutions.' Until the March 13 meeting, this seemed all too apropos.

For two of the last three meetings which have transpired since the last newsletter, we were spending most of our time considering what we perceived to be unreasonable demands by the college and trying to find what reasonable parts we can respond to. In the meantime, they were busy saying "no" to all our substantive non-compensation proposals: "no" to our non-discrimination clause because they might be in "double jeopardy" if a grievance went in their favour and then an employee took them to court; "no" to the deletion of a clause which says there shall be no grievance of initial salary placement (a clause which is not in any other collective agreement in the system); "no" to Special Leave for Type "C's" because they are paid 2% in lieu of benefits, and because "We have agreed to treat them like second-class citizens."

We were asked to respond quickly with "Yes", "No" or "Maybe" to the Board's many proposals so that they could go on some computer listing as either "Impasse" or "Outstanding". I began to feel like a character in an Absurd or Surrealistic drama, where logic is suspended and language bears little relationship to life. Was this negotiating? Where was the give-and-take on the other side?

So I'd written this column in grim tones indeed, but now I'll hold off for the time being. Our last negotiating session was actually amicable. Maybe it was something they ate. In any case, as you can see from the minutes, we even did some "bargaining". Of course, it may be that I can't trust my perceptions; the surprise of seeing something reasonable being proposed made me think we'd better jump at it before it disappeared.

But don't relax. Next week - after some considerable argument on our part - we begin discussions of faculty workload. They have made it clear that they wish to tie this in with compensation (though when I queried whether they intended to offer us a 25% raise to match the proposal for the workload increase, there was general hilarity). We are not prepared to give in to these demands, and we think that we have irrefutable reasons for not doing so. And staff, please write this down so you don't forget: whenever faculty workloads increase, staff workloads increase as well - and so far no one has recognized the increase we've already had!

Enclosed are the minutes of the last three meetings. I